# Introduction to Philosophy: Exam 3

Due Date: **Mon, May 11 at 11:30 PM**

Here are the guidelines for Exam 2.

1. The exam consists of SIX questions. However, you should only answer **THREE** of them.
2. Each essay should be between **500** and **1000 words.** I won’t penalize you for going over, though please make an effort to be concise as is possible, given the material. Basically, make things “as simple as possible, but no simpler.”
3. Direct quotes from the book or handouts can be **cited** simply as (page number or handout name). If you choose to use outside resources, please use a standard citation style (such as APA, MLA, or Chicago), and provide a full citation. As a rule, **no more than 15%** of your paper should be quotes.
4. Please don’t use the words or ideas of others without proper attribution. Please see the syllabus for details on the policy regarding **plagiarism and academic integrity.** I regularly use [www.turnitin.com](http://www.turnitin.com) to check for plagiarism or related issues.
5. Since the goal of the exam is to demonstrate how well *you* understand the class material, you should try to **use your own words and examples to explain what you’ve learned.** Essays that simply reproduce the handouts will not receive good grades. Nor will essays that simply “give your thoughts” on an issue (without demonstrating knowledge of the class material, and the ability to apply it to novel cases).
6. Please submit your exam as a SINGLE MS WORD file to the D2L assignment folder. Each essay should start on a new page. I will grade exams on a **first-submitted, first-graded** basis. Please don’t submit your exam until you are ready for it to be graded.

## The Questions

Answer THREE of the following questions:

1. You have been tasked to give a speech on how to lead a healthy lifestyle. Create an argument (based on Hume’s Problem of Induction) that it is equally rational to (a) eat healthy, exercise, sleep, etc. OR (b) do the exact opposite of all of these things. Think of at least two questions might arise, and do your best to answer them.
2. Write a short dialogue between Karl Popper and either Thomas Kuhn or Paul Feyerabend on the nature of science, and how it differs from other areas of human enquiry (such as religion, philosophy, etc.). If you can, try to incorporate specific examples of current scientific debates they might be interested in.
3. Explain the Functionalist Theory of Mind, and then explain the challenge posed for this theory by either (a) Thomas Nagel’s Bat thought experiment or (b) John Searle’s Chinese Room thought experiment.
4. Where is Daniel Dennett at the end of the story “Where am I?” Defend your answer using course material.
5. Watch the documentary “Philosophy: A Guide to Happiness”, which provides an introduction to the ideas of six different philosophers. Now, pick the philosopher you think is most *different* from you, and explain why this is (this should involve explaining their ideas/arguments). What do you think would happen if you systematically applied their ideas to your own life? Why?
6. Write a “Top 5” list of philosophical ideas you’ve learned over the class. Express each idea in a single sentence. Then, spend devote a paragraph for each ideas in which you (a) carefully and accurately and explain the idea and (b) explain why its relevant to you (did it cause you to change your mind about something? Have an application to something which is important to you?”

## Exam Grading Rubric

Each essay is worth TEN points, and the whole exam is worth 30 points. Your grade will depend on how well you do each of the following:

1. How well are you able to **explain** the relevant course material? (Very important)
2. To what extent can you make an evidence-based **argument** for a **thesis?** (Very important)
3. To what extent do your paper’s **structure** (e.g. intro/body paragraphs/conclusion) and **language** (e.g. grammar, style) make it easy for a reader to follow your explanations and arguments? (Important to the extent that this impacts the two criteria above)

The grading rubric is as follows:

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| Grade | Description |
| *0* | No answer submitted, or evidence of plagiarism. |
| *1-4* | Significantly below minimal requirements, in terms of content (e.g., doesn’t address the question at all), or word count. |
| *5-6* | Fails to meet minimal requirements in terms of content (e.g., addresses a related question) or word count. Essays that simply report what you “believe” or “feel,” without providing an *argument* may receive this grade. |
| *7* | Meets minimal requirements in terms of both content (it clearly addresses the assigned question) and word count. However, there may be some significant errors or omissions when it comes to the explanation of relevant class material, or providing a detailed response to the question. |
| *8* | Fully meets both content and word count requirements, and provides satisfactory explanations of relevant arguments and concepts from class. There are no majorerrors in argumentation or explanatory gaps. |
| *9-10* | Goes *significantly* above the minimal requirements. The essay’s treatment of course material shows a full mastery of the relevant content, and provides a creative, well-thought out response to it. |

I will grade exams in the order they are submitted (first-come, first-serve). Grades go up in whole-number increments (there is no .5).

## Tips on Writing Philosophy

Philosophy essays can be a bit different from other sorts of writing. Here are some general tips:

1. You should have an **introduction** that concisely introduces the topic, and some sort of **thesis sentence** that clearly states your position. Philosophy papers often begin with theses of the form “I will argue X because Y.”
2. When discussing tough ethical or philosophical issues, **avoid phrases like “I feel,” “I think,” or “I believe.”** Part of taking these issues seriously involves granting that one’s actions and beliefs have consequences for other people, and that (for this reason) they need to be defended with the sorts of ***arguments*** and ***reasons*** that these other people could actually accept. For this reason, appeals to your *own* emotions, religious beliefs, etc. are generally (though not always) inappropriate.
3. Pretend you are writing to **an intelligent and interested (but relatively ignorant) 12-year-old** who doesn’t know anything about the subject (rather than your philosophy professor). This means you’ll need to write clearly, explain new concepts, and offer interesting, memorable examples. A significant portion of your grade will be based on your ability to explain the arguments/concepts we’ve been studying using your own words and examples.
4. Your essay should have multiple paragraphs, each of which has a clear **topic sentence** that clearly relates back to your thesis. When writing philosophy, it’s easy to get “off topic.” So, always ask yourself: is this paragraph helping me provide evidence for my thesis? If the answer is “no,” it should be cut or revised.
5. You should always consider possible **objections** to your thesis. Ask yourself: “How would a smart, well-educated opponent respond to my argument?” In some cases, this might be a real author who you can cite; in other cases, you’ll have to play your own “devil’s advocate.”
6. The conclusion should briefly note both what you have done and what you have NOT done. (for example, “I’ve argued that Blackmun’s argument fails; however, I haven’t provided an argument that abortion is immoral.”) The idea is here to show that you understand how and where your argument fits into the “bigger” picture.